



# Fishergate Primary School

## English Policy

<b>Policy approval date:</b>	7/07/2025
<b>Approved by:</b>	FGB
<b>Next review date:</b>	Summer 2028
<b>Version:</b>	1

Document changes/updates since last review		
Item number	Page	Summary of change



## **Fishergate Primary School English Policy**



### **Introduction**

This policy outlines the teaching, organisation and management of the English taught and learnt at Fishergate Primary School.

The school's policy is based on the 2014 Primary National Curriculum. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

### **Key principles:**

#### **That...**

- As part of Fishergate's commitment to raising the attainment of disadvantaged young people (RADY), these pupils' SEMH and wider academic needs are prioritised. Any barriers for disadvantaged pupils, including pupils from families seeking sanctuary, are overcome so they can participate fully in the curriculum and achieve alongside their peers.
- Children at Fishergate can articulate their ideas clearly and audibly in ways which take account of their listeners, making effective use of a widening vocabulary
- They talk to explore, develop and sustain ideas
- Children listen with interest and understanding, able to comment on a speaker's use of language
- Drama activities are used to enhance learning in all areas of the curriculum, and dramatic skills are valued in their own right
- All children at Fishergate learn to read fluently and with confidence, initially using their phonic knowledge and skills in blending as a prime approach to decoding
- They become enthusiastic and reflective readers through exposure to varied, challenging and longer texts, able to discuss, for example, text structure and organisation and writers' use of language
- Our children write purposefully in a range of genres, often presenting work creatively
- They see themselves as confident writers with the skills to shape and adapt their writing, making appropriate punctuation, grammatical and stylistic choices
- They recognise features of, and are able to use, different registers, including Standard English
- Children learn to evaluate their own work, using drafting, peer and self-marking to edit and improve their work
- They tackle the spelling of unfamiliar words confidently, drawing on a range of strategies
- Fishergate children use clear, fluent, joined handwriting

## **Curriculum Planning**

English is a core subject in the National Curriculum. We use the **English Programmes of Study for Key Stage 1 and 2** as a basis for implementing the statutory requirements of the National Curriculum. Planning is not driven by coverage of objectives, but is flexible and responsive to the needs of pupils. The Teacher Assessment Frameworks provide staff with clear guidance of end of Key Stage expectations, so that our pupils have a solid acquisition of key skills.

- From Year 1, we carry out curriculum planning in English in three phases (long term, medium term and short term).
- Our long-term plan maps out the National Curriculum objectives for writing. Fiction and non-fiction genres and poetry topics are linked to our topic work, which each phase will teach over two academic years. The class story also sometimes forms the basis of a unit of work.
- Our weekly plans give details of the main teaching objectives for the unit planned. This might take the form of a paper document or a set of slides. Often, a unit will begin by immersing pupils in the text type to be studied, largely through reading, speaking and listening, *Talk for Writing* and dramatic activities, then through experimentation with writing that shows a developing understanding of the relevant language features and modelling by the teacher, culminating in the planning, drafting and editing of an extended piece of writing. Planning might also provide other opportunities for independent writing: pupils will revisit other genres taught, often through topic work in other subjects.
- In Key Stage 1, we use an 'I do, We do, You do' approach to scaffold written work, whilst in Key Stage 2 we use a 'slow writing' approach called Write Time to build up skills over a sequence of lessons before writing at length.
- Daily plans break learning down into progressive steps and are adapted in the light of pupils' understanding of the previous lesson. They indicate the specific learning objectives for each lesson and outline the organisation of the lesson.
- Teachers at Fishergate are encouraged to take a flexible approach to the structure of lessons. Pupils might begin with an independent investigation of text; they may spend an entire lesson involved in drama or debate or the lesson might be broken up by mini-plenaries. Targeted work for pupils with SEN will be indicated, as well as any adult support.

## **Teaching English**

### **Teaching time**

To provide adequate time for developing English skills each class teacher will deliver a daily English lesson of between 45 minutes and 75 minutes depending on the phase. English skills are, of course, being developed through other subject areas and at other times of the day. Routines such as silent reading time, library time, class story, guided reading, phonics and any English interventions all take place outside of the main English lesson.

## Speaking and Listening

Speaking and Listening is a key aspect of any English lesson. Talk partners are used throughout the school to involve all children in discussing ideas, evaluating texts, and preparing to contribute in a larger group. Response partners are key to helping children identify the strengths and weaknesses of their writing, as well as providing a first audience for written work. Children are often seated in mixed attainment pairs.

In Early Years, the emphasis on the teaching and learning of English is based on children's first hand experiences. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. Throughout school, drama is used to bring aspects of texts to life and to help explore and clarify pupils' ideas before the writing process. Pupils also develop their skills in debate and in formal presentations of their learning. We often use strategies from *Talk for Writing* to provide pupils with a model for their own work, as well as to enable them to expand on their ideas orally first.

## Phonics and Reading

At Fishergate, we believe that reading is at the foundation of the entire curriculum and is an essential life skill, integral to the future learning of our pupils. We believe that all our children can learn to read, regardless of their background, needs or abilities. Through our curriculum, we aim to inspire a love of reading by creating an ethos of reading for pleasure and providing opportunities for children to develop their reading skills in a variety of contexts. We strive to create an environment where children are immersed in a rich culture of vocabulary, storytelling and shared reading experiences, both within school and at home, by working closely with parents and carers.

The development of early reading skills is prioritised from the time our children enter nursery and is underpinned by a coherent and systematic phonics scheme, which is taught daily throughout EYFS and Key Stage 1. We use *Little Wandle Letters and Sounds Revised* as our phonics scheme which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children learn to tackle any unfamiliar words as they read. At Fishergate, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Our phonics provision has the following key features:

- direct daily teaching through a multi-sensory approach in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning, where pupils learn the main grapheme-phoneme correspondences of English in a clearly defined, incremental sequence
- maintaining pace of learning
- providing repeated practice

- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

## **Comprehension**

By the time children leave Fishergate, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have two Reading Leaders, David Pennington and Dani Rees, who drive the early reading programme in our school. David Pennington is also our Phonics Leader, highly skilled at teaching phonics and reading. Together they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## **Implementation**

### **Foundations for phonics in Nursery**

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending and segmenting
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception using the Little Wandle programme.

### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 3 of the Autumn term.
- We follow the [\*Little Wandle Letters and Sounds Revised\* expectations of progress](#):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. There is also the provision for new starters or children not working at the expected level to access Phase 2 phonics.

## Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 who has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

## Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding and fluency
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Autumn 2. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

## Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family. The children call these their 'showing off' books.
- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

## **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- Ensuring consistency and pace of progress
- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leaders and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## **Ensuring reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

The profile of Reading at Fishergate is high and children engage in a whole range of activities and opportunities over their time with us. We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children in some form every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Fishergate and our local community as well as books that open windows into other worlds and cultures. The class story is sometimes used as a starting point for a wealth of cross-curricular work (for example, *Charlie and the Chocolate Factory*, *Varjak Paw*, *Harry Potter and the Philosopher's Stone*). Children are exposed to a range of authors and styles.
- We have invested in carefully-chosen literature which reflects the diverse nature of our school and to accentuate key topics and themes within our curriculum, such as Black History Month, Refugee Week and Pride. Ultimately, we want our classrooms and library to be places where representation is everywhere, not isolated, inclusion is embedded, not performative, and where all children feel seen, valued, and connected through the books they read.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading journal once they are beginning to blend. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits our inviting and well-stocked school library every week.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events: Over an academic year, we run different Book Challenges: a 100 Book Challenge, made up of children's recommendations, a 50 Book Challenge of longer texts, a Classic Fiction Challenge and an Ultra Reading Challenge. Each phase has a very popular Book Swap, resulting in every child taking home a good quality second-hand book they chose themselves, and our annual Scholastic Book Fair is always very busy, generating several hundred pounds worth of new books for every class. Staff choose two 'Secret Readers' from each class to receive a surprise from the Book Fair.

## **Impact**

### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for **Reception** and **Year 1** is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by class teachers and SLT and is scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- **A placement assessment** is used:
  - with any child new to the school in **Reception** and **Year 1** to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.



- The [Rapid Catch-up assessment](#) is used
  - with any child new to the school in Year 3 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### **Statutory assessment**

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

### **Ongoing assessment for Rapid Catch-up in Years 3 to 6**

- Children in Year 3 to 6 are assessed through the following:
  - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
  - the Rapid Catch-up summative assessments to assess progress and inform teaching
  - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
  - fluency assessments (explained above)

Once children are in Key Stage 2, they begin to take part in whole class reading sessions, although some children may still require daily reading practice with an adult. Guided reading for targeted groups continues to develop comprehension skills, providing valuable evidence about a pupil's strengths and weaknesses, while whole class reading provides opportunities to engage in rich conversations about themes and characters, authorial intent and style and vocabulary choices. These also support pupils' understanding of the language and grammatical features of a range of genres.

As children move up through school, they are increasingly independent in their choices of reading material. Once children have worked through the book bands, we use a simple sticker system to guide 'free' readers to appropriately challenging material. Every child throughout school has both a reading book and the opportunity to choose a library book. Parents continue to be involved in supporting their children to develop their vocabulary and comprehension.

### **Intervening Early**

In every phase of school, pupils who have been identified as being at risk of falling behind are quickly identified either through assessment or via transition discussions: teachers are skilled at making formative assessments of children's progress in every lesson and identify any specific barrier to progress so that help can be tailored to an individual child's needs.

In addition to *Little Wandle* assessments, at Fishergate, we use NFER Reading Tests from Year 2 to make summative assessments of pupils' abilities to decode and to comprehend. The results of assessments are also used to support effective transition between different phases of school. Those who need help to catch up with their peers have regular targeted support within lessons (and through *Little Wandle's Rapid Catch-up* programme); the learning is broken down into smaller steps and they have additional

opportunities to practise key skills. Some lower attaining pupils are also involved in pre-reading of texts before a lesson.

We have more specialist reading material for older children finding reading difficult, including dyslexia-friendly print; nevertheless, reading material is still closely matched to the child's current reading attainment. Older pupils who need extra help with reading may continue to have two reading books: one for pleasure which they read alongside an adult with support, and one matched to their level of decoding. Interventions are delivered by our teaching assistants. Fishergate is committed to ensuring all teaching staff receive high quality training and support; as a result, all staff feel confident in teaching phonics.

## **Writing**

In Early Years, we encourage children to experience writing as an integral part of their learning through mark-making, play and watching adults model the recording of their ideas; the daily phonics programme also supports the development of early writing skills. Children then continue to develop their writing through various play contexts so they become secure and can transfer and apply their skills and understanding in different contexts.

We use Drawing Club in our first session of the day. We focus on a new book each week. In Drawing Club the children express their ideas first through drawing a picture, then verbally describing their ideas and then finally writing 'a code'. At the beginning of the year the code will consist of single letters and sounds then move on to words and finally sentences using capital letters and full stops. Inputs are limited to 10-15 minutes at the beginning of the year, then progressing to 20-25 minutes by the end of the year, as they become more skilful in their writing. Phonics is taught each morning before lunch.

Upon moving to Key Stage One, children will focus mainly on transcription skills, whilst within Key Stage Two, children will develop their compositional abilities alongside transcription. Within both Key Stage One and Key Stage Two children will write in some form every day, and also have the opportunity to write at length regularly, sometimes during the English lesson, but also as part of work in another topic. Pupils write purposefully for real audiences where possible, often 'publishing' their work for others to enjoy.

We encourage emergent writing: children use their understanding of phonics to make the best representation of the word they want to write, alongside high and medium frequency words they have memorised.

Standard English is expected in writing by all pupils when appropriate. Examples of non-standard grammar are dealt with explicitly, and alternatives suggested. The teaching of grammar is embedded in the English curriculum. Aspects are taught discretely at times, but we try wherever possible to make meaningful connections to the genres being studied.

When planning writing for Years 2-6, staff use the principles and strategies outlined by the York *Write Time* project. Pupils are immersed in a topic so they are both motivated to

find out more and given the content needed to support their writing. They are guided through the planning of a piece of writing in a structured way and taught the grammar appropriate to the genre. They draw on ideas modelled by the teacher in a first, scaffolded piece, editing and evaluating throughout. Finally, an independent piece of writing is planned and written, with a clear and meaningful purpose and audience in mind. This cycle can take several weeks; pupils as a result have a deeper understanding and retain knowledge and skills better.

Where necessary, pupils are grouped by attainment or common need, and supported either in the main task, or in an area identified by the teacher as a specific target for those pupils. Pupils of all attainment levels are supported in this way at times.

## **Handwriting**

At Fishergate School, letter formation is taught in Early Years using Little Wandle formation phrases, which link to mnemonics the children use to help them identify phonemes; these are introduced in line with the sequencing of Little Wandle's phonics. When children are ready, usually in Year 1, we use our own agreed cursive handwriting script which clearly reminds children how to form each letter of the alphabet.

Children in Year 1 are taught to form their letters with leading lines and exiting flicks. Letter formation is taught according to our agreed script in the same order that letters are introduced in phonics.

From Year 2, children learn to use a joined script. All letters are joined except x and z. Children learn to form their letters by starting from the line and use exit flicks. They sit at tables to practise their handwriting to support posture and pencil grip while phonics sessions take place on the carpet.

We begin the academic year with very regular handwriting practice throughout school in order to communicate the high expectations we expect pupils to maintain throughout the academic year. Practice is often linked to spelling patterns being studied. All children have experience of writing with different pens and pencils and on different kinds of paper (plain, lined, squared.) For pupils who struggle with handwriting, class teachers use a range of strategies to support them in communicating their ideas: shared writing; word-processing; scribing; using sound buttons to record their words.

## **Spelling**

We believe in developing children's spelling intelligence: their ability to draw on a range of strategies and skills which enable them to tackle unfamiliar words successfully. In Key Stage One, and in the Foundation Stage, phonics is taught daily, (using Little Wandle Letters and Sounds Revised). Children are grouped according to which phase of phonics they need to learn next and learn to spell as well as read phonemes as they are introduced. The development of their cursive script also supports their spelling, as they learn to join spelling patterns as they learn them from Year 1. Year 2 pupils move towards more word-specific knowledge of spelling.

In Key Stage Two, and when pupils are ready in Key Stage One, spelling rules and patterns from the National Curriculum are taught discretely each week. One English lesson a week is devoted to developing skills in spelling, with a brief revisit at another time during the week. Generally, there are 3-5 spelling activities over a two-week period, reinforcing the same rule or pattern. We use *Spelling Shed* activities to investigate new rules. The spellings in the Year 3/4 and Year 5/6 word lists of the National Curriculum are taught through a series of bookmarks, which children tackle at their own pace by practising at home. Pupils are quizzed in school and earn stickers on their own certificate.

Children are sometimes organised into attainment groups, but work in a wide range of other ways too.

(See **Marking** for information on the marking of spelling.)

## **Grammar**

The teaching of grammar is embedded in our planning. We seek wherever possible to make links with particular genres so that pupils learn to recognise and to use the grammatical features associated with different kinds of writing. Grammar is often taught and practised through games and warm-ups which the children enjoy. At times, it is also taught discretely. We use the framework provided by the National Curriculum, including the lists of grammatical terminology pupils should know.

Standard English is expected in all writing where this is appropriate to the tone of the piece. Standard grammar is modelled by all teachers. In Early Years and Key Stage One, teachers will rephrase what a child has said, using standard grammar, rather than correct them. Key Stage Two pupils are asked to correct their work where there are errors in the use of Standard English. Pupils are taught to recognise and use different registers and make informed choices about the tone which is appropriate to the task.

## **Cross-curricular links**

We seek, wherever possible, to make relevant links between different subject areas. Skills developed in English can be applied to work in other areas. Often, objectives from other subjects (e.g. researching a history topic) are taught through English lessons. High quality writing is insisted upon in work across the curriculum.

**Computing** is used in many ways to enhance and develop learning. Our pupils develop transferable skills to support learning when using Chromebooks or iPads. They learn to create their own word-processed documents using *Google Docs* and *Google Slides*, becoming increasingly confident in using tools to edit and improve so work can be published to a high standard. Pupils access online dictionaries and thesauruses to support the writing process. The use of Chromebooks in particular enables pupils to share and evaluate writing with both their peers and teachers and they become increasingly able to improve their work independently. Chromebooks give them safe internet access for research, but also to a range of other websites which support the development of their English skills. Purple Mash for example provides a range of texts we use for guided and whole class reading. iPads are used by the children to create or

capture images from drama in many ways. We also use a range of other software to support pupils' learning, including Google-based apps e.g. Canva.

## **Teaching and learning styles and differentiation**

All pupils have equal access to the broad and balanced curriculum we offer. In our selection of resources, our planning, and our teaching, we are careful to consider the needs, current attainment, gender, social, linguistic and cultural backgrounds of all our children.

Work is matched to the attainment of each child, with an appropriate level of challenge. Groups might be given different activities or might self-select from tasks of different levels of challenge. Much of the time, the class participates in the same activity, moving forward in their learning together.

We strongly believe that neither pupils nor teachers should put limits on expectations of progress. If our pupils are to enjoy being life-long learners, we practitioners need to foster an appreciation of the benefits of hard work and perseverance, of learning goals rather than performance goals, and of the lessons which can be learned through failing, and trying again.

Alongside the class teacher, teaching assistants are used to support targeted pupils during each part of the lesson. Some pupils may be part of a planned intervention to help plug gaps in their learning, and these will always take place outside of English lessons. These additional sessions may also involve pre-teaching of a text to be studied in class to give pupils greater confidence in the lesson, and to enable them to overlearn something they may find challenging. These pupils will not necessarily be on the SEN register, but may have a specific area e.g. punctuation that needs focused work. Interventions will be run by class teachers and by teaching assistants.

Children of all attainment levels learn to work independently, with a partner, as part of a group (whether same or mixed attainment), and to contribute to whole class work. Children with English as an Additional Language will have access to appropriate support and activities. Pupils with EAL at Fishergate perform well over time, making better than expected progress in English.

Lessons are adapted in many different ways to enable those with additional needs to participate alongside their peers and make good progress. These adaptations might include the following:

- Pre-reading of texts
- Review of instructions 1-1 with simpler language and fewer steps
- Task cards to break down instructions
- Reduced reading material or simplified versions of the text
- Use of coloured overlays
- Ear defenders
- Adaptation of resources presented so that the amount of text, or layout of text is more accessible
- Text presented on cream-coloured paper; flipcharts pale coloured backgrounds (not white)

- Enlarged printouts of flipchart pages
- Adaptation of the content so the pupil is engaged and sees the relevance of the topic
- Different methods of recording: scribing, pictorial, use of a sound button, word-processing, photographic evidence
- Brain breaks during longer tasks
- Mixed attainment pairings

## **Assessment**

Assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment. Sometimes, a group of pupils who have not met the lesson's objective receive brief but focused support before the following lesson takes place, to enable them to keep pace with their peers.

Extended writing for Years 2-6 provide a valuable opportunity to make assessments. The contexts will vary: scaffolded work within a topic; work supported by an adult; entirely independent writing. Generally, independent writing is planned at the end of a unit of work. Regular opportunities are also planned for pupils to write short pieces, practising a particular skill in a focused way. By independent writing, we mean writing completed at a distance from direct teaching and/or writing in other subjects e.g. science or history.

On a termly basis, the outcomes of assessments in reading and writing are recorded using DC Pro, where each individual child's progress is tracked, and this informs future planning. During assessment periods, staff use SAT papers and NFER reading tests. The range of assessments is used to inform a class teacher's judgement. Staff meet regularly throughout the year to moderate writing and ensure judgements are sound. Moderation meetings also take place with colleagues from neighbouring schools. Children who do not appear to be making good progress can be quickly identified and steps taken to enable them to catch up. At the end of the year, accurate information will then be reported to parents and the child's next teacher.

## **Marking**

*(See the school's Marking and Feedback Policy for further information)*

As they move through school, children are taught to use drafting marks to aid in the editing of their own and others' work. They become increasingly skilled at self and peer assessment. They are used to discussing their work with an adult or talk partner and will be given time to read and respond to a teacher's written remarks. Focused marking is used for key pieces of writing, and will indicate success against the criteria given and next steps. In KS1, we use green highlighting to identify strengths, and pink to indicate an area for improvement. Highlighting is used less and less as pupils move through Year 3/4 and are able to act on written feedback. As they move through KS2 and mature as writers, children are given increasingly open-ended verbal and written feedback, encouraging them to make their own choices as to how to improve.

It is important that pupils learn to edit and redraft with increasing independence. In Year 3/4, pupils use a 'SPAM' routine (Spelling, Punctuation, Add, Missing) to encourage them to take responsibility for firstly, finding and correcting errors, and secondly, seeing ways to develop their writing further. In Year 5/6, pupils use ARMS (Add, Remove,

Move, Substitute) and COGS (Capital letters/full-stops and other punctuation, Organisation, Grammar, Spelling) to edit and evaluate their work.

The marking of spelling is tailored to the child's particular needs. Initially, pink highlighting is used to indicate common exception words taught. A model of the correct word is provided at the bottom of the work for pupils to practise. As children improve at spelling, a limited number of errors are indicated by the teacher, using 'sp' in the margin with the word dotted. Errors will focus on high and medium frequency words and on spelling rules recently taught. When appropriate, 'sp.' will indicate an error on a particular line, but without pinpointing the exact word so that children find the error for themselves. Higher attaining pupils are expected to use a dictionary to correct spellings, while some children can refer to a word bank, and others are given the correct spelling as a model. Pupils also use a dotted line to indicate a spelling they intend to go back and check.

## **Resources**

Every classroom is equipped with the following:

- *book corner, with a range of scheme and real books in fiction and non-fiction (new book stock is purchased every year)*
- *sets of dictionaries for different levels of attainment and thesauruses*
- *word cards and banks to support spelling*
- *individual whiteboards*
- *interactive whiteboard*
- *weekly library time with the opportunity to borrow books*

To support teachers in their planning, we have many resources from which teachers can select. These include the following:

- *Little Wandle Letters and Sounds Revised*
- *Skeleton Poster Books (Sue Palmer)*
- *Rigby Navigator, Guided and Independent*
- *Comprehension Ninja (Bloomsbury)*
- *Connections (OUP)*
- *Rising Stars Cracking Comprehension*
- *No Nonsense Spelling (Babcock)*
- *Pie Corbett Jumpstart*
- *Read Write Inc Fresh Start (Oxford)*

Online resources:

- *Purple Mash*
- *Spelling Shed*
- *Espresso (Discovery Education)*
- *Literacy Shed*

## **Management of English**

### **Role of the Subject Leader**

- Ensure teachers are familiar with the school's policy and practice and help them to plan lessons
- Provide staff with accurate analysis of data
- Plan English Action Plan in response to data analysis
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the Inclusion Leader
- Observe colleagues with a view to identifying the support they need
- Attend INSET to ensure Fishergate is up-to-date with new initiatives
- Monitor standards in the teaching and learning of English
- Teach demonstration lessons
- Discuss regularly the progress of implementing the English policy and EAP in the school with the Headteacher and the governing body.

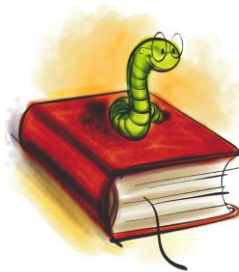
### **Role of the Headteacher**

- Lead, manage and monitor the implementation of the new National Curriculum, including monitoring teaching plans and the quality of teaching in classrooms
- With the Senior Leadership Team, keep the governing body informed about progress and standards
- Ensure that English remains a high profile in the school's development work
- Deploy support staff to maximise progress in English

**Date of Policy: July 2025**

**Date agreed by Governors and Staff: July 2025**

**Review: July 2028**



***Danielle Rees, David Pennington***  
***English Subject Leaders***